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2019

## Global issues in Graphic Novels [Fine Arts]

Jessica Boehman  
*CUNY La Guardia Community College*

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## Assignment Description:

### Global/Oral Assignment: Global Issues in Graphic Novels

#### HUA285: Graphic Narrative

Dr. Jessica Boehman

This assignment falls within Fine Arts' Intermediate Studio Elective and is a final deposit for Global Learning Core Competency and Oral Communication Ability. The students are primarily advanced majors. Students will work on this assignment over the course of several weeks as it is scaffolded throughout the semester. It is worth 10% of the final grade. This assignment was modified during the course of the Global Learning Assignment workshop, and was built during Fine Arts' Learning Matters! Mini Grant. During this grant process, Fine Arts revamped global assignments to better meet the rubric. We worked together in our grant team to revise the assignment, then worked with Drs. Christopher Schmidt and Karen Miller for feedback. We then performed a mini norming session and benchmark reading on the assignment, and further adjustments were made.

This assignment meets two course objectives:

1. To create an oral presentation on a work of global graphic narrative.
2. Interpret a work of sequential narrative using visual analysis.

The assignment also meets several Program Learning Outcomes.

Communicate effectively through:

1. oral critiques and presentations
2. written assignments demonstrating an understanding of art and artists in a global historical and contemporary context
3. creation of a portfolio demonstrating proficiency in digital documentation and presentation of work

A required component of this assignment is writing a script for a video or audio presentation that would communicate the students' understanding of selected text's global elements as the author has presented them. The required recording will be about 5-7 minutes long.

Students that complete this assignment will be expected to:

4. --**demonstrate** an understanding of global issues and events by identifying their interdependent implications on the natural, social, cultural, economic, and political world.
5. --**communicate** an awareness of how diverse cultural perspectives are shaped within global contexts. Ability to communicate across difference.

6. --**show** an ethical engagement and global self-awareness by recognizing the ethical dimensions of global issues (e.g., environment, education, housing, healthcare, etc.), articulating global self-awareness, and analyzing human action on global issues and events.

**GLOBAL/ORAL VIDEO PRESENTATION: Global Issues in Graphic Novels**  
**HUA285: Graphic Narrative**  
**Dr. Jessica Boehman**

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## The Assignment:

### 10% of final grade

Every student taking HUA285 is required by the College to make a [short oral assignment \(click here for Oral rubric\)](#) on a [Global topic \(click here for the rubric\)](#).

Read a graphic novel **from or about another culture that highlights a global issue or event** (immigration, war, refugees, and human rights are some places to start) and analyze the way the author has presented global issues in their book.

### You may choose between these four books:

[Keiji Nakazawa, \*Barefoot Gen\*](#) (Deals with the events leading up to the detonation of the atomic bomb in Japan, from the perspective of a man who lived through it as a boy. Autobiographical.)

**Marjane Satrapi, *Persepolis*** (Firsthand account of the Islamic Revolution in Iran from the point of view of a girl growing up in Iran at the time. Autobiographical.)

**Art Spiegelman, *Maus*** (Second hand account of the Holocaust of WWII from the point of view of a man whose father and mother survived Auschwitz. Autobiographical, biographical).

**Shaun Tan, *The Arrival*** (Fictionalized wordless graphic novel about the experience of immigration. Author's parents were immigrated to Australia from Malaysia).

All books are on reserve at the library or are available on archive.org (see embedded links).

You must be able to:

--**demonstrate** an understanding of global issues and events by identifying their interdependent implications on the natural, social, cultural, economic, and political world.

--**communicate** an awareness of how diverse cultural perspectives are shaped within global contexts. Ability to communicate across difference.

--**show** an ethical engagement and global self-awareness by recognizing the ethical dimensions of global issues (e.g., environment, education, housing, healthcare, etc.), articulating global self-awareness, and analyzing human action on global issues and events.

### Part 1. Questions to consider (*please answer all of them*):

1. Locate what you see as the global issue that the author is addressing (one that they believe has ethical importance). *Describe* the global issue at stake based on how the author has presented it. A

global issue is a broader issue that can affect people all over the world, so don't focus on personal or local issues here. Look for the bigger picture.

2. These author-illustrators chose to write and draw a graphic representation of a global question. What do the authors believe they can do with images that they may not be able to do with writing? How does that play out in their work?
3. Who is the adversary/antagonist?
4. Where are the authors clearly *reacting to* their adversaries/antagonists in their story? What is the disagreement the protagonist has with their antagonist?
5. How are main characters affected by the global issue in the book?
6. Are there embedded ethical questions related to the global issue you've identified that the author describes through word or image?
7. How does the author use **imagery** to make a claim about the global issue you have identified?
8. How do the illustrations work to define the mood, add information, and give clarity to the cultural issues at hand?
9. How did the author reveal or explain their **culture** in images *and* in words?
10. How do you, as a person from another country, react to the global issue presented in the book? How is this different from the world you live in now?
11. Are there similar situations happening throughout the modern world that you are aware of? Be specific in identifying at least one similar situation, or one that could escalate to be like the one presented in the book.
12. And lastly, as a citizen of the world, what can you do to make sure these things do not happen? Is there some small act that you could do to prevent something like this, or to help better your own world?

**Part 2.** Choose *at least* three images from the book. In your oral response, *explain* how these images illustrate the global issue at hand. How does the imagery do that in way that words cannot?

*(Note which illustrations illustrate these points and mark them so you can download or scan them later for your oral discussion and portfolio page. We want this to look awesome!) Please put the*

*audio discussions adjacent to the images, so the reader can look at the picture while listening to your discussion of it.*

### **Part 3.**

Based on your answers to the above questions, write a script for your video and be prepared to present it to your classmates in small groups for feedback. Everyone will be sharing with each other. Be sure to take notes as they ask questions. Are there questions you can't answer? If so, be sure to find the answer before making your video.

Be specific! Ask yourself HOW the artist shows the points that you are making (and then illustrate it with the pages from the book).

Lastly, you will record a short presentation video or audio presenting your understanding of the book's global elements as the author has presented them. The video should be about 5-7 minutes long in total if you've answered all the questions, and should address the questions above.

### **FILMING/RECORDING**

You may film this with your phone directly into the ePortfolio (login on phone) or using a webcam. Use the "record video" or "record audio" options. Make sure, if it is a video, that we can see and hear you--and the book! If audio, test it out and see if it is clear and that there is no distracting background noise. If you have made an edited short movie, you can use the "upload file" to upload it to your page.

**You will be expected to design the page appropriately and add appropriate images from the text to *illustrate* your points. We want to see your visual creativity.**

You will be uploading this to your ePortfolio **AND** to the assessment module. Be sure your page is published before choosing that particular page to upload into the assessment area.

[Each assignment must be uploaded to the assessment module of the ePortfolio for HUA285 using the "upload ePortfolio page" tab.](#)

Ask the professor or the ePortfolio staff in B121 or MB57 if you have questions.